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IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

The report describes a 3-year, ongoing pilot project designed to devise a remedial educational program for 10 autistic elementary school children (5- to 12-years-old) that would prepare some students for subsequent entry into regular or special education public school classes. Described is a typical daily schedule emphasizing individual intervention in the areas of language and small muscle development, movement exploration, development of social skills, literature, and speech therapy. Normative and criterion testing to measure changes in pupil functioning and behavior is explained, with gains reported in intelligence, social functioning, and behavioral characteristics. Project objectives which were met are cited, such as the entry of 20 percent of the pupils into public school classes and the enrollment of an additional 20 percent in transition programs. (LH)

ED 098763

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END OF THE BUDGET PERIOD REPORT

E.S.E.A. TITLE III, PROJECT #1018

PILOT EDUCATIONAL PROGRAM FOR

MENTALLY DISORDERED MINORS

1972 - 1973

SANTA CRUZ COUNTY OFFICE OF EDUCATION
RICHARD R. FICKEL, SUPERINTENDENT
701 Ocean Street, Room 200
Santa Cruz, CA. 95060

EC 070 485

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OFFICE OF EDUCATION
DR. RICHARD R. FICKEL, SUPERINTENDENT

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August 9, 1973

EC

Chief Bureau of Instructional
Program Planning & Development
Title III ESEA
State Department of Education
721 Capitol Mall
Sacramento, CA 95814

RECEIVED
AUG 14 1973
ESEA, Title III

Attn: Frank Summers

Dear Frank:

Please find enclosed the final project report, ESEA Title III PILOT EDUCATIONAL PROGRAM FOR MENTALLY DISORDERED MINORS (Project #1018). You will notice that the financial report is not included. I will transmit that financial report to you by September 7.

Thank you for your assistance I appreciate it.

Sincerely,

RICHARD R. FICKEL, SUPERINTENDENT

William J. Zachmeier
Assistant Superintendent
Educational Services

WJZ:ms
cc: Mr. Struck

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END OF BUDGET PERIOD REPORT

ESEA TITLE III

COMPONENT II

DATA FOR U.S. OFFICE OF EDUCATION

COVER PAGE

for Component II

Data for U. S. Office of Education

(To be completed for all projects active for any period between July 1972 - Through June 30, 1973. Agencies having more than one project must prepare a report for each project.)

Enter information for items 1 through 7.

1. 1018
Project No.

2. PILOT EDUCATIONAL PROGRAM FOR MENTALLY DISORDERED MINORS
Project Title

3. SANTA CRUZ COUNTY OFFICE OF EDUCATION
Local Educational Agency

701 Ocean Street, Room 200

Santa Cruz, CA 95060
Address

4. RICHARD STRUCK
Name of school official responsible for this report

425-2001
Phone No.

5. William J. Zachmeier
Name of Project Director

425-2001
Phone No.

6. The 1972-73 school year has been ....

6.1 [ ] The first year of operation.

6.2 [X] The second year of operation.

6.3 [ ] The third year of operation.

7. Enter the following ending dates:

Ending date for first year June 30, 1972

Ending date for second year June 30, 1973

Ending date for third and final year _____

PART I - STAFF DEVELOPMENT

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The report should describe project staff development activities that took place during the period July 1, 1972, through June 30, 1973. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1972-73					
(1)	(2)	(3) No. of workshops, conferences and seminars held by type of training			
Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	Total No. of participants (Unduplicated) in all activities.	Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.)
→	9		500		BCP Inservice 5

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973 NOT APPLICABLE. FUNDING CONTINUED FOR 1973-74

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

1. The project is being continued by the grantee in some form after federal funds expired. ☐ Yes ☐ No

2. If the answer is YES, draw a circle around the one figure which best represents your estimate of the degree of adoption/adaption of the project in your school district.

20% 30% 40% 50% 60% 70% 80% 90% (100%)

PART II - Continued

NOT APPLICABLE.
FUNDING CONTINUED FOR 1973-74

3. Is the project being adopted or adapted by other school districts?

[ ] Yes [XX] No

4. If the answer is YES, list the school districts by name and address:

4.1 _____

_____

4.2 _____

_____

4.3 _____

_____

4.4 _____

_____

4.5 _____

_____

4.6 _____

_____

4.7 _____

_____

4.8 _____

_____

4.9 _____

_____

4.10 _____

_____

4.11 _____

_____

4.12 _____

_____

4.13 _____

_____

4.14 _____

_____

4.15 _____

_____

4.16 _____

_____

4.17 _____

_____

4.18 _____

_____

4.19 _____

_____

4.20 _____

_____

PART II (Continued)

Title III Areas of Influence*

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As Project Director and/or after consultation with district or county personnel involved:

1. Name_____ Title_____
2. Name_____ Title_____
3. Name_____ Title_____

Please rank the impact of this ESEA, Title III project on your local educational agency (LEA). Leave blank any items that do not apply and add other categories as desired. Rank items 1 to 7 (or more if you have made additions to the list). Give examples only on items ranked 1 and 2. Number 1 indicates that throughout the LEA the impact was greatest in developing skill areas or additudinal changes in:

Rank**		Examples
1	Special project development Needs assessment, goal setting, planning (writing), implementation, etc.	Use this space to give examples of items ranked 1 and 2. 1. Determined specific behavioral characteristics of autistic-like pupils. . Determined realistic educational objectives for autistic-like pupils. . Determined staff; budget, transportation, and materials requirements for MDM program. . Determined specific strategies and educational activities for MDM pupils.
2	Staff training Resulting in added skills or attitudinal change	
3	Parental involvement in the schools Bringing parents into more direct contact with school activities	
5	Community involvement Instances of community participation other than parents	
	Evaluation competencies and use of evaluation information	
4	Products developed Have the products developed by the project, i.e., Materials: curriculum guides, AV materials, etc. Methods: individualized instructions, use of aides, etc.: been put to use beyond project requirement? List under examples.	2. Added skills in behavioral observation through use of the BCP. . Added skills in behavior modification. . Added skills in determining realistic objectives for MDM pupils. . Change in attitude of regular and special education toward the MDM child.
	Management and accounting procedures Have the project activities resulted in increased accountability in other learning situations? List under examples.	
	Other - Please explain	

* As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact Number 7 (or more) least impact.

PART II - EXTENT OF PARTICIPATION

1972-1973

The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

Direct Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A

Number of Public and Nonpublic School Teachers, and Counselors Participating

Schools	Staff whose students were direct participants				Staff whose students were indirect participants			
	Teachers		Counselors		Teachers		Counselors	
(a)	Elementary (b)	Secondary (c)	Elementary (d)	Secondary (e)	Elementary (f)	Secondary (g)	Elementary (h)	Secondary (i)
Public	2+1 aide		4		150			
Nonpublic								

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PART III (Continued)

The totals in the following 4 tables must agree one with the other. Also, do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

Table I

a. Program Select the program of your project. Use "other" category if none apply.	b. Check (✓) program area(s) covered	c. No. of public school students directly participating	d. Amount granted this past year
Reading			
Environment/Ecology			
Equal Educational Opportunity			
Model Cities (Urban, Inner-City)			
Gifted			
Handicapped			
Guidance and Counseling			
Drug Education			
Early Childhood Education (Kindergarten and below)			
Other Programs Mentally Disordered Minors	✓	10	41,245
	Total		

Table II

Provide unduplicated counts of students by grade levels. See instructions below:

	a. School Enrollment		b. Direct Project Participants		c. Indirect Project Participants		d.	e.
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic		
Pre K			1					
K			1					
1			2					
2			3		NOT	KNOWN		
3			1					
4			1					
5			1					
6								
7								
8								
9								
10								
11								
12								
Ungraded								
TOTALS			10				11	

Column a. Include the total enrollment in the local educational agency.
Column b. Include only the target population.
Column b. & c. See definitions of direct and indirect for both columns.
Column d. Include an estimate of the number of target population students who have been in the project since its inception. A cumulative total of all years is requested. Provide an unduplicated count; therefore, do not count any student more than once.
Column e. Include an estimate of the number of students within the local educational agency who have not been directly serviced by the project, but would benefit from direct participation because they fit the description of the target

Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Rural		Metropolitan			Total of all Categories
Farm	Non Farm	Low Socio-Economic	Other	Other Urban	
			10		10

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups
				10		10

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I	10
Total of Column b. (Public School), Table II	10
Total of All Categories, Table III	10
Total of All Groups, Table IV	10

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.
Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.
Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.
Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.

Table V

Provide Number of Schools in the Project.

	Public	Nonpublic
Elementary	1	
Secondary		

Table VI

Number of Students Served Directly by Unique Target Populations (Figures may be duplicated)

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtn.& Below) (f)	Other Target Populations (See note below) (g)
Number of Students						10

Note for Column (g) check populations included in the number entered above.

_____ Children from non-English speaking environment.

_____ Neglected and delinquent children.

_____ Gifted _____ N.H. _____ EMR _____ Dropouts

__X__ Other (specify) Mentally Disordered Minors

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PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds.
Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project.
Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors		.05
Teachers		
Prekindergarten		
Kindergarten		
Other elementary 1-6		
Secondary 7-12		
Other	2.0	
Subject matter specialists		
Technicians		
Pupil personnel workers (Psychologist)		.05
Health services personnel (Nurse)		.05
Researchers and evaluators (four persons)	.35	
Planners and developers		
Disseminators		
Other professionals (Speech therapist)	.20	
Paraprofessional education aides, etc.	.50	
Other nonprofessional(custodian, sec'ty)	.125 + .250	

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII

Complete as directed.

Number of consultants paid by Title III funds 4
Number of consultant days paid for by Title III funds 78

Table IX

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration	_____	$_____
Inservice workshops in regular term of one session to four-weeks' duration	_____	$_____
Inservice workshops in regular term over four-weeks' duration	_____	$_____
Inservice workshops in summer 1972 one session to four-weeks' duration	_____	$_____
Inservice workshops in summer 1972 over four-weeks' duration	_____	$_____
College credit courses - regular term	_____	$_____
College credit courses - summer term	_____	$_____

Number of aides (nonprofessional staff) who attended Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duration	_____	$_____
Inservice workshops in regular term over four-weeks' duration	_____	$_____
Inservice workshops in summer 1972 one session to four-weeks' duration	_____	$_____
Inservice workshops in summer 1972 over four-weeks' duration	_____	$_____
College credit courses - regular term	_____	$_____
College credit courses - summer term	_____	$_____

PART IV (Continued)

Table X

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term _____.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

Grades	Ungraded Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers	2													
Aides														
Students	1	1	2	3	1	1	1							

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

(a) Identifying and/or developing desirable content or educational procedures to be used (program development).
(1) $_____ cost; (2) number of man-days: _____ formal and ____informal

(b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
(1) $ 1,000.00 cost; (2) number of man-days: 10 formal and ____informal

(c) Planning and/or implementing staff development programs (inservice training for project staff).
(1) $_____ cost; (2) number of man-days: _____ formal and ____informal

(d) Please indicate any other participation.

_____

_____

(1) $_____ cost; (2) number of man-days: _____ formal and ____informal

PART V - ABSTRACT

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GRANTEE SANTA CRUZ COUNTY OFFICE OF EDUCATION

PROJECT ABSTRACTS (ESEA, Title III)	STATE	TOTAL PROJECT PERIOD	FROM (Month and year)	TO (Month and year)	PROJECT NO.
	CALIFORNIA		7-1-71	7-1-74	1018

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT

PILOT EDUCATIONAL PROGRAM FOR MENTALLY DISORDERED MINORS

GRANTEE

Santa Cruz County Office of Education

PROJECTED FUNDING LEVEL FOR PROJECT PERIOD	19 71-72	19 72-73	19 73-74	19	19	19
	$ 37,740	$ 41,245	$ 24,523	$	$	$

TARGET POPULATION

Seriously Emotionally Disturbed Children

PARAGRAPH DESCRIPTION

This project provides a program of educational training for ten autistic-like seriously emotionally disturbed elementary-aged children. These children are so disturbed that their abnormal behavioral patterns have precluded them from attendance in present public school programs. This project attempts to devise a successful educational program for such children which can be replicated by local school systems.

MAJOR OBJECTIVES

Santa Cruz County Office of Education in cooperation with Santa Cruz County Department of Mental Health WILL DEVELOP, for a period of not more than 36 months, AN INTENSIVE SHORT-TERM THERAPEUTIC, REMEDIAL, INSTRUCTIONAL PROGRAM WHICH WILL PROVIDE FOR IMPROVEMENT OF TEN MENTALLY DISORDERED MINORS ENROLLED, AND THE ENTRY OR RE ENTRY OF 20% OF THE TEN MINORS INTO A PRE-SCHOOL OR PUBLIC SCHOOL SPECIAL OR REGULAR CLASS PROGRAM, LEADING TO SUCCESSFUL CONTINUED EDUCATION. These particular children cannot now be enrolled in the regular school program because of severe emotional problems and related maladaptive personal/social behavior.

ACTIVITIES TO ACHIEVE OBJECTIVES

1. Provide a "typical"school classroom environment.
2. Provide an intensive, short-term therapeutic and instructional day school program.
3. Provide professional and paraprofessional personnel.
4. Design an individualized intervention for each child in the program.
5. Evaluate the efficacy of day school program.
6. Establish a documented, operational model to duplicate.
7. Generate research base for program practice for legislation.

EVALUATION STRATEGY

Pre and post assessment of each child in the program based upon:

1. Normative testing (Cattell-Binet, Short Form, Vineland Social Maturity Scale, Denver Developmental Screening Test, Peabody Picture Vocabulary Test, Berry's Test of Visual Motor Integration, Peabody Intellectual Achievement Test)
2. Criterion referenced testing (Santa Cruz Behavioral Characteristic Progression)
3. Parent interviews.
4. Teacher observations in MDM class.
5. Teacher observations in transition class.

EVALUATION FINDINGS

1. Five out of eight children showed growth in intellectual functioning.
2. Six out of seven children showed growth in social maturity.
3. An average of 32 behavioral objectives were attained per child (Range 11-97).
4. Ten out of ten children's parents reported progress observed in their child.
5. Teacher has observed much improvement in pupil behavior in the last school year.
6. Four out of ten children are in transition classes (program objective = 2 children) and performing successfully.

PART VI - PRODUCTS OF PROJECT

	I Product(s) Developed	II Date mailed to Title III	III Annotations
___	Curriculum guides		
___	Teacher guides		
___	Handbooks of materials, techniques, and procedures		
___	Monograph		
___	Bibliography		
___	Questionnaires - locally developed		
___	Evaluation tests		
___	Audio tape cassettes		
___	Brochures, newsletters and information sheets		
___	16 mm Films		
___	8 mm Films		
___	Filmstrips		
___	Instructional workbooks, materials,		
___	Tests - locally developed		
___	Kits		
___	Models		
___	Microcards		
___	Microfilm		
___	Maps		
___	Pictures		
___	Posters		
___	Records		
___	Set		
___	Slides/tape		
___	Viewmasters		
___	Video Tape		
X	(Other) Evaluation Report and Master Plan		The Santa Cruz Ten Project No. 1018 Ages 5-12 years Evaluation Report An evaluation of the Santa Cruz Pilot Education Program for Mentally Disordered Minors including philosophy, goals and objectives, manpower requirements, funding and legislative recommendations for such a program.

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HANDICAPPED PROJECT PARTICIPATION ONLY - ESEA TITLE III

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED *	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	5 YEARS	6-12 YEARS	13-18 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
(1) TMR													
(2) EMR													
(3) HH													
(4) DEAF													
(5) SI													
(6) VI													
(7) ED (MDM)	1	9			10	2.0	.5	.945	3.445				
(8) CR													
(9) LD													
(10) OHI													
(11) TOTAL													

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS

3. DISTRIBUTION BY ETHNIC GROUPS

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME	WHITE (Other than Spanish surname)	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Student Participants					10		10

4. CHILDREN RECEIVING SERVICES - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas (over 50,000)	10
(2) Rural Areas (under 2,500)	
(3) Other Demographic Areas (from 2,500-50,000)	
(4) TOTAL (Sum of lines (1), (2), and (3))	10

INSTRUCTIONS

1. **CHILDREN SERVED** – Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap *(in public and non-public schools)* and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children *(1)* who received direct services from personnel paid with Title III funds and/or *(2)* who received substantial benefit as a result of the purchase or projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

   PROJECT PERSONNEL – Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalency of part-time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours or more per week *(or the number of hours in a regular work week, as determined by the State or local education agency)*. They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

   IN-SERVICE TRAINING – Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. **NON-PUBLIC SCHOOLS** – Of the total number of handicapped children served with Title III funds *(1.(11), (f))*, indicate the number who attended non-public schools.

3. **DISTRIBUTION BY ETHNIC GROUPS** – Enter in the appropriate columns b, c, d, e, f, and g an undiplicated count of the handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. **DISTRIBUTION BY DEMOGRAPHIC AREAS** – Self-explanatory.

* TMR – Trainable Mentally Retarded, EMR – Educable Mentally Retarded, HH – Hard of Hearing, SI–Speech Impaired, VI – Visually Impaired, ED – Emotionally Disturbed, CR – Crippled; LD – Learning Disabled, OHI – Other Health Impaired

END OF BUDGET PERIOD REPORT

TITLE III, ESEA

COMPONENT III

Program Narrative Report

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Activities or Services

1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service)?
4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?
5. How were pupils grouped for the various program activities?
6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
10. What special provisions were made for motivating pupils (or others)?
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

1. Main activities of the program:

   1.1 Provide a "typical" school classroom environment.
   1.2 Provide an intensive, short-term therapeutic and instructional day school program.
   1.3 Provide professional and paraprofessional personnel.
   1.4 Design an individualized intervention for each child in the program.
   1.5 Evaluate the efficacy of day school program.
   1.6 Establish a documented, operational model to duplicate.
   1.7 Generate research base for program practice for legislation.

2. Activities 1.1 through 1.5 are all necessary to staff to operate an intensive, short-term, therapeutic, remedial, instructional program. Activities 1.6 through 1.7 are all necessary to document this program.

3. N/A

4. Typical days schedule of activities include:

Morning Class	8:15	Bus arrival. Free play.
(Advanced Group)	8:30	Opening exercises and language development.
"Big School"	9:00	Small muscle development
	9:30	Rest room
7 Students	9:45	Movement exploration and recess
	10:15	Social skills
	10:30	Relaxation
	10:45	Individual aid
	11:15	Literature - evaluation
	11:30	Dismissal

Activities or Services (cont'd)

Afternoon Class (Less Advanced Group) "Little School"	12:00	Opening exercises and language development
	12:20	Small muscle development
	12:40	Rest Room
	12:50	Movement exploration and recess
3 Students	1:15	Social skills
	1:30	Individual aid
	1:50	Literature - evaluation
	2:00	Dismissal

Speech therapy was given individually to each child, one day per week.

5. The pupils were separated into more advanced (7 pupils) and less advanced (3 pupils) groups. The more advanced group met in the morning for 180 minutes and the less advanced group met in the afternoon for 120 minutes.

6. In each of these two groups, there was one credentialed teacher, one permit teacher, one instructional aide, and volunteers as necessary.

7. The day's behavior of each pupil was summarized at the end of each day. The pupil was told in which areas he had behaved appropriately and in which areas he needed improvement.

8. Parents received feedback on their child's progress informally almost every day when they transported their child to and from class. Also, telephone calls from the MDM teacher to the parents to report progress were frequent.

   Formal parent conferences were held two times per year. During these conferences, parents were shown the BCP chart for their child and school objectives from the BCP were discussed and agreed upon. Often, parents requested advice on home objectives and selected them from the BCP. The teacher wrote up a list of the child's behavioral objectives and a summary of the parent conference and a copy was sent to the parents.

9. No particular kinds of practice, review or quiz were used different from those used in regular and special classrooms. The MDM teacher worked on a given behavioral objective with a pupil until he displayed the behavior 75% of the time that he was given the opportunity to do so. When the pupil's behavior reached this criterion, the teacher chose a new objective for him.

10. Pupils were motivated by verbal praise, physical contact, cuddling and in some cases, cookies or juice.

11. No comparison group used.

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Dissemination

Discuss how project information was disseminated during the past budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.
2. List the number of visitors from outside the project area.
3. Provide the cost of dissemination during the last budget period.
4. Provide the total cost of dissemination including prior budget periods (if possible).

1. Number of unsolicited requests for information: 20
2. Visitors: 150
3. Cost of dissemination during 1972-73: $3,978
4. N/A

EVALUATION NARRATIVE

Choosing Participants

1. How were the children and the adults in the program chosen?
2. How was a comparison group (if any) chosen?
3. Were participants in the program involved in other programs?
4. How many participants left the program?
5. Which participants left?
6. Were participants added to the program to replace dropouts?
7. Were there many participants who did not receive the program often because of poor attendance?
8. Did participants attend voluntarily?
9. Was the evaluation group only a portion of the program group?

1. The children chosen to participate in the pilot MDM program were selected from those currently attending a Santa Cruz County Mental Health facility, the Pediatric Treatment Center (PTC). These 10 children were those considered most able to participate in an educational program.

2. No comparison group.

3. Yes, the MDM pupils continued to participate in the therapeutic program at PTC. When they were not in the MDM classroom, they were undergoing therapy at PTC. Also, the parents of the MDM pupils continued parent counseling, therapy, and monthly parent meetings at PTC.

4. One pupil.

5. One boy moved out of the county.

6. Yes, the number of pupils was ten.

7. No.

8. Yes.

9. No.

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Describing Participants

1. Which participants received the program?
2. How many participants received the program?
3. What are the ages or grade levels of pupils in the program?
4. Did the program serve many more boys than girls, or vice versa?
5. What achievement scores were available before the program with which to describe the program group?
6. Are there other special characteristics you should mention in describing the program group?

1. Participants in the program were autistic-like children attending the Santa Cruz County Mental Health Pediatric Treatment Center.

2. Ten children participated in the Mentally Disordered Minors educational program.

3. The pupils in the program ranged from four to twelve years and pre-school to fifth grade level.

4. There were equal numbers of boys and girls in the program - five of each.

5. None.

6. The program group were ten autistic-like seriously emotionally disturbed children whose behavior patterns were so abnormal as to preclude attendance in public school programs. Most children were functionally retarded at least two or three years and displayed bizarre behaviors or mannerisms.

Measuring Changes

1. What measures were applied to find out whether the program's aims were achieved?
2. How were the measures matched to the objectives?
3. How were the measures matched to the pupils' capabilities?
4. Were observers specially trained?
5. How much time elapsed between testings?

1. Normative measures:
   Cattell-Binet Short Form
   Vineland Social Maturity Scale
   Denver Developmental Screening Test
   Peabody Picture Vocabulary Test
   Peabody Individual Achievement Test

   Criterion measures:
   Santa Cruz Behavioral Characteristics Progression (BCP)

   Verbal reports:
   Parental interviews
   Transition teacher's comments
   MDM teacher's notes

2. The verbal measures were used to show improvement in the ten MDM children enrolled in the educational program, the objective of the project. To measure whether the project met its objective of enrolling 20% of its pupils in special or regular educational classrooms, the BCP and parental, transition and MDM teacher reports were used.

3. In order to meet the needs of these low-functioning children, the normative tests used were the very simplest measures of intelligence, social, motor and language functioning. More sophistocated measures were attempted but proved ineffective since the MDM children often could not score in the most preliminary items. The BCP was matched to the pupils' capabilities by providing elementary behavioral characteristics in 59 areas of behavior, many of which are extremely appropriate for autistic-like children.

4. Yes, normative testers were an especially trained psychologist, educational specialist, speech and language, therapist and nurse. All were part of a diagnostic center and had great experience in testing all types of exceptional children. The MDM teachers were also given special training in how to correctly use the Santa Cruz Behavioral Characteristics Progression (BCP), how to observe whether a pupil displays a given behavior or not, and how to select realistic objectives for each pupil.

5. One year elapsed between normative testings, six mouths between BCP observations.

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Presenting Data

1. What data were obtained from the measures applied?
2. What measures of central tendency were used?
3. What measures of dispersion were used?
4. Include graphs and/or tables which present data more clearly.

1. From normative tests, data was obtained which demonstrated changes in intelligence and social-motor and language functioning after one year in the MIM program.

   From criterion testing, data was obtained which demonstrated acquisition of specific behavioral characteristics over the past year.

2. The average (mean) gain in developmental months was determined from scores on the Cattell-Binet Short Form and Vineland Social Maturity Scale. An average (mean) number of behavioral characteristics acquired over the year was determined from BCP observations.

3. The range of number of behavioral characteristics acquired over the year was also determined from BCP observations.

4. See "Worksheet for Recording Participant Data", form EV 73.07, page 35.

Analyzing Data

1. What analyses were undertaken of the data?
2. What was the basis for judging the progress of the program group?
3. What comparisons were drawn for subsamples?
4. What evidence is there that those who attended more gained more from the program?

1. Average (mean) growth was determined through normative and criterion testing.

2. The progress of the program group was judged on the basis of improvement in normative test scores and in behavior.

3. No subsamples used.

4. MDM pupils gained an average of 4.0 months in intelligence, 8.6 months in social functioning, and 32 behavioral characteristics over the 1972-73 school year. The gain in behavioral characteristics ranged from 11 to 97.

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1. What were the interim objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

1.1 Provide a "typical" school classroom environment.
1.2 Provide an intensive, short-term therapeutic and instructional day school program.
1.3 Provide professional and para professional personnel.
1.4 Design an individualized intervention for each child in the program.
1.5 Evaluate the efficacy of the day school program.
1.6 Establish a documented, operational model to duplicate.
1.7 Generate research base for program practice for legislation.

2.1 A "typical" school environment has been provided for MDM pupils in terms of a classroom of 30' x 30' with accompanying special and regular education materials.
2.2 An intensive short-term therapeutic and instructional day of 180 minutes has been provided for the MD pupils.
2.3 A full-time certificated teacher, permit teacher, an instructional aide, and a part-time speech therapist, nurse and psychologist have been provided for the MDM program.
2.4 An individualized educational program has been designed for each pupil based upon the Santa Cruz Behavioral Characteristics Progression (BCP).
2.5 An evaluation of the efficacy of the day school program has been prepared and forwarded to the State Department of Education under separate cover.
2.6 A documented, operational model has been developed from which an MDM program can be duplicated. This model has been forwarded to the State Department of Education under separate cover.
2.7 A research base for legislative consideration has been generated and forwarded to the State Department of Education under separate cover.

3.0 All objectives were attained.

4.0 There is some evidence to support the fact that such a program could benefit Mentally Disordered Minors in state hospitals.

5.0 No unmet objectives.

6.0 None.

Project Objectives and Findings

1. What were the project objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

1. To develop an intensive short-term therapeutic, remedial, instructional program which will provide for improvement of the ten Mentally Disordered Minors enrolled, and the entry of 20% of the ten minors into a pre-school or public school, special or regular class program, leading to successful continued education.

2. As of June 30, 1973, four of the ten minors were in various stage of transition from the MDM classroom into a pre-school, special or regular education classroom.

3. The objective of the program, to enter 20% of the pupils into pre-school or public school classes was met.

4. There is some evidence to support the fact that children in state hospitals with similar behavioral characteristics to those in the MDM program could also profit from an intensive, remedial instructionalprogram such as the MDM one.

5. N/A

6. An additional 20% of the ten Mentally Disordered Minors were enrolled in transition programs. This brought the total to 40%, rather than the anticipated 20%.

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 1 0 1 8

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. X
FOR COMPARISON SCHOOL NO. _ _ _ _ _ _ _
FOR ALL PROJECT SCHOOLS _
FOR ALL COMPARISON SCHOOLS _

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1	6/72	60 80	2	2-10 3-2 Yrs	5/73	60 80	2	3-3 3-5 Yrs.	100%	+ 5 Mos. + 3 "	MA SA	
2	6/72	60 80	3 2	3-6 4-9 Yrs	6/73	60 80	3 2	4-0 6-4 Yrs.	100%	+ 6 Mos. +19 "	MA SA	
3	4/72	60 80	1	2-1 5-7 Yrs	6/73	60 80	1	3-0 4-3 Yrs.	100%	+11 Mos. + 8 "	MA SA	
4	6/72	60 80	1	3-0 6-8 Yrs	5/73	60 80	1	3-0 6-5 Yrs.	100%	0 Mos. -3 "	MA SA	
5	6/72	60 80	1	5-9 7-8 Yrs	5/73	60 80	1	5-3 8-8 Yrs.	100%	-6 Mos. +12 "	MA SA	
6												
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.
** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency count.

EV 73.01

PROJECT NUMBER 1 0 1 8

SUMMARY OF OBJECTIVES ACCOMPLISHED

Objectives: Record project objectives first, draw a line and enter the interim objectives record a brief description (Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives: State yes or no (and %)*** (4)	Accomplishment of Objectives: Successful areas (i.e., grade levels and schools)**** (5)	Accomplishment of Objectives: Unsuccessful areas (i.e., grade levels and schools)**** (6)	Estimated cost to date (for interim objectives only) (7)	State use (8)
Provide an intensive, short term therapeutic, re-remedial, instructional program for improvement of ten Mentally Disordered Minors enrolled, and the entry of 20% of the ten into a pre-school or public school special or regular class.	-	1	Yes - 4 pupils entry into transition classes. Objectives attained - 200%	-			
1. Provide a "typical" classroom environment.						1. 9,597	
2. Provide an intensive short-term therapeutic and instructional day school program.						2. 2,090	
3. Provide professional and para professional personnel.						3. 22,402	
4. Design an individualized intervention for each child.						4. 00	
5. Evaluate the school program.						5.	
6. Establish a model to replicate.						6. 7,156	
7. Generate research base for legislation.						7.	

*Record degree of success anticipated.
**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.
***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.
****Applies to measures of participants only, i.e., Washington school (2,3, and 5).

PROJECT NUMBER 1 0 1 8

SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program Type* (3)	The Project's Program Program elements used (4)	State Use (5)
1. Staffing and their Deployment Indicate regular and support personnel, by grade level and school.	No regular program for Mentally Disordered Minors previously in the public school system. These children have until this time remained in the home or in state hospitals.		1. 1 Credentialed teacher (elementary) 1 Permit teacher 1 Instructional Aide 1 Speech Therapist (1/5 time) 1 Nurse (2 hours week) 1 Psychologist (2 hours week) Volunteers Parents	
2. Learning materials Basic textbooks, supplementing materials (project or commerically prepared), and special equipment.			2. Learning materials same as those used in special and regular education classes. Primary levels.	
3. Instructional methodalogy Procedures for instruction; i.e., use of grouping, learning stations, individual contracts, pull out labs, and peer teaching.			3. Instruction in small groups of behaviorally similar children. Morning Group - Three hours of instruction for 7 pupils. Afternoon group - Two hours of instruction for 3 pupils.	

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

PROJECT NUMBER 1 0 1 8

SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program Type* (3)	The Project's Program Program elements used (4)	State Use (5)
4. Procedures for Individualizing Instruction Periodic assignment of participants to learning experiences (based on staff judgement, pupil test scores, diagnostic profiles, pupil selection).			4. Use of the Santa Cruz Behavioral Characteristics Progression (BCP) to assist teacher in determining realistic learner objectives for each pupil individually.	
5. Staff Development Inservice experiences for improving skills and knowledge.			5. Visitations to other classrooms throughout the state with similar populations. Inservice training in the BCP and in Pediatric Treatment Center's philosophy of therapy for the autistic child.	
6. Auxiliary Services Library, health, pupil personnel services, and parent involvement.			6. Psychologist, psychiatrist consultants to program. Nursing services two hours week. Parental participation in MDM program and operation of coop program.	
7. Other				

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

PROJECT NUMBER 1 0 1 8

Grade Level (1)	School Directory 7 digit Number (2)	Pre-test Averages** For Individual Schools (check mean ✓ or median__) Project (3)	Pre-test Averages** For Individual Schools (check mean ✓ or median__) Comparison (4)	Pre-test Averages** Overall the Schools (check mean__ or median__) Project (5)	Pre-test Averages** Overall the Schools (check mean__ or median__) Comparison (6)	Pre- to Post- Gains (differences)*** For Individual Schools (check mean ✓ or median__) Project (7)	Pre- to Post- Gains (differences)*** For Individual Schools (check mean ✓ or median__) Comparison (8)	Pre- to Post- Gains (differences)*** Overall the Schools (check mean__ or median__) Project (9)	Pre- to Post- Gains (differences)*** Overall the Schools (check mean__ or median__) Comparison (10)	Test & Type of Score* (11)	State Use Only (12)
Ungraded		40.6 Mo.				4.0 Mo.				60/MA	
Ungraded		58.1 Mo.				8.6 Mo.				80/SA	

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivalent, %ile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

PROJECT NUMBER 1 0 1 8

SUMMARY OF PROJECT LONGITUDINAL EFFECT:

A COMPARISON OF PROJECT GAINS WITH PRE-PROJECT GAINS

(Check: language development __, mathematics __, or other (_____) __)

Grade Level (1)	School directory 7 digit (2)	Number tested (3)	Code No. of measure, and scale used**** (4)	Project Year Average Gains in G.E. Median school gains* (1 decimal place) (5)	Project Year Average Gains in G.E. Mean project gains** (2 decimal places) (6)	Baseline Year Average Gains in G.E. Median school gains*** (1 decimal place) (7)	Baseline Year Average Gains in G.E. Mean project gains** (2 decimal places) (8)	Project Year Gains Minus Baseline Gains (indicate + or -) School differences (1 place) Col 4-Col 6 (9)	Project Year Gains Minus Baseline Gains (indicate + or -) Project differences (2 places) Col 5-Col 7 (10)	State use (11)
					NOT APPLICABLE					

*Using the EV 73.11 forms for each school, subtract the May 72 score from the May 73 score.

**To get the mean gain for all participants, subtract the mean pre-test score from the mean post-test score.

***Using the EV 73.11 forms for each school, subtract the May 71 score from the May 72 score (if the 70-71 school year is the base, subtract the May 70 score from the May 71 score).

****Insert a code no. from the EV 73.12 form, and indicate the type of score; Raw for raw score, G.E. for grade equivalent, %ile for percentile equivalent, stand for standard scores, and freq. for frequency counts, etc.

PROJECT NUMBER 1 0 1 8

Evaluation Measure _____
(Code No. from EV 73.)

Indicate when comparison was

planned _____

date _____

SUMMARY OF THE PROJECTS DIFFERENTIATED EFFECTS*

Grade level	Group One**		Group Two**		Group Three**		Group Four**		State Use
	Number reported	Average score	Number reported	Average score	Number reported	Average score	Number reported	Average score	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
			NO COMPARISON GROUPS IN PROJECT						

*On the lines provided, expand the title explaining the data presented in each of the columns; i.e., type of averages (mean or median), type of evaluation measure, school year, etc.

**On the lines provided, indicate how the group received an alternative treatment (or no project treatment); a low, medium, or high degree of project treatment (implementation).

PROJECT
NUMBER 1 0 1 8

School Mentally Disordered Min
Grade Level Classroom No.

Other description

WORKSHEET FOR RECORDING PARTICIPANT DATA*
(for calculating averages)

Participants Name or No. (You may leave blank for the copy you send back)	Measure 1	Measure 2	Measure 3	Measure 4
	Code No. 60	Code No. 60	Code No. 80	Code No. 80
	Scale	Scale	Scale	Scale
	Date 5/72	Date 5/73	Date 5/72	Date 5/73
1. Jim M.	36 Mo.	36 Mo.	80 Mo.	77 Mo.
2. Mike P.	48 Mo.	51 Mo.	64 Mo.	77 Mo.
3. Michael T.	48 Mo.	60 Mo.	-	-
4. Leila D.	25 Mo.	36 Mo.	43 Mo.	51 Mo.
5. Karen J.	30 Mo.	33 Mo.	51 Mo.	76 Mo.
6. Susan H.	69 Mo.	63 Mo.	92 Mo.	104 Mo.
7. Millie L.	45 Mo.	54 Mo.	53 Mo.	56 Mo.
8. Kelly K.	24 Mo.	24 Mo.	24 Mo.	26 Mo.
9.				
10.				
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35.				
Column TOTALS	325 Mo.	357 Mo.	407 Mo.	467 Mo.
Number of Scores	8	8	7	7
Averages (indicate mean or median)	40.6 Mo.	44.6 Mo.	58.1 Mo.	66.7 Mo.

*For each measure record at the top of the column the code No. from the EV 73.12 form, the date of testing, and the scale used; Raw for raw score, G.E. for grade equivalent, Sile for percentile equivalents, Stand for standard scores, Scaled for scaled scores, or Freq. for frequency count.

EV 73.07

DIRECTORY CODE: Santa Cruz County __ __ __ -- -- Mentally Disordered Minors School

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PROJECT NUMBER 1 0 1 8

WORKSHEET FOR RECORDING LONGITUDINAL TEST DATA FROM STUDENT RECORDS (Cum. Files), 1973 GRADE LEVEL Ungraded

(Check one - Language Development (Reading)_____ Mathematics____ or Other(Cattell-Binet,) X Vineland Social Maturity

	Student Name or I.D. Number (You may leave blank for the copy you send back)	May 1973		May 1972		May 1971		May 1970		State Use Only
		Test used*	Scores	Test used*	Scores	Test used*	Scores	Test used*	Scores	
1	Jim M.	60	36 Mo.	60	36 Mo.	60	27 Mo.	__	__.__	
2	Jim M.	80	77 Mo.	80	80 Mo.	__	__.__	__	__.__	
3	Mike P.	60	51 Mo.	60	48 Mo.	60	26 Mo.	__	__.__	
4	Mike P.	80	77 Mo.	80	64 Mo.	__	__.__	__	__.__	
5	Michael T.	60	60 Mo.	60	48 Mo.	__	__.__	__	__.__	
6	Leila D.	60	36 Mo.	50	25 Mo.	60	15 Mo.	__	__.__	
7	Leila D.	80	51 Mo.	80	43 Mo.	__	__.__	__	__.__	
8	Karen J.	60	33 Mo.	60	30 Mo.	__	__.__	__	__.__	
9	Karen J.	80	76 Mo.	80	51 Mo.	__	__.__	__	__.__	
10	Susan H.	60	63 Mo.	60	69 Mo.	60	57 Mo.	__	__.__	
11	Susan H.	80	104 Mo.	80	92 Mo.	80	68 Mo.	__	__.__	
12	Millie L.	60	54 Mo.	60	45 Mo.	60	36 Mo.	__	__.__	
13	Millie	80	56 Mo.	80	53 Mo.	80	43 Mo.	__	__.__	
14	Kelly K.	60	24 Mo.	60	24 Mo.	__	__.__	__	__.__	
15	Kelly K.	80	26 Mo.	80	24 Mo.	__	__.__	__	__.__	
16		__	__.__	__	__.__	__	__.__	__	__.__	
17		__	__.__	__	__.__	__	__.__	__	__.__	
18		__	__.__	__	__.__	__	__.__	__	__.__	
19		__	__.__	__	__.__	__	__.__	__	__.__	
20		__	__.__	__	__.__	__	__.__	__	__.__	
21		__	__.__	__	__.__	__	__.__	__	__.__	
22		__	__.__	__	__.__	__	__.__	__	__.__	
23		__	__.__	__	__.__	__	__.__	__	__.__	
24		__	__.__	__	__.__	__	__.__	__	__.__	

* Insert the code number from Form EV 73.

NOT APPLICABLE

PROJECT NUMBER 1 0 1 8

DIRECTORY CODE: __ __ __ __ __ __ __ __ __ __ __ __ __
County District School

TEST NAME_____ FORM_____ LEVEL_____

CODE NUMBER_____

(EV 73.12)

Classrooms_____

Grade level_____

Test date, May 19_____

Number of scores_____

Median raw scores_____

Median G.E._____

WORKSHEET FOR CALCULATING MEDIANS
(Frequency Distribution of Raw Scores)

1. _____
2. _____
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EV 73.09

NOT APPLICABLE

PROJECT NUMBER 1 0 1 8

DIRECTORY CODE _ _ _

PROJECT NUMBER 1 0 1 8

Indicate type of data
for school number _ _ _ _ _ _ _ _
for all project schools_____

WORKSHEET OF LONGITUDINAL TEST AVERAGES

Check one - Language Development (Reading)____or Mathematics____
Other ( )____

NOT APPLICABLE

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Grade Level (1)	Percent below Q_1 (School wide) (2)	No. of Students with scores (3)	May 1973		May 1972		May 1971		May 1970		
			Test used* (4)	Median G.E. (5)	Test used* (6)	Median G.E. (7)	Test used* (8)	Median G.E. (9)	Test used* (10)	Median G.E. (11)	State Use Only
1	_ _	_,_ _ _	_ _	_ _._							
2	_ _	_,_ _ _	_ _	_ _._	_ _	_ _._					
3	_ _	_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._			
4		_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
5		_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
6	_ _	_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
7		_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
8		_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
9		_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
10		_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
11		_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
12	_ _	_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	

*Use Form EV 73.12

PROJECT NUMBER 1 0 1 8

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CODE LIST FOR IDENTIFYING EVALUATION MEASURES

Circle the identifying code number of measures used and insert them in the proper columns on the forms.

Achievement Tests for Language and Development (Reading). Include Readiness Tests.

01 Apell
02 California Achievement Test (63) Reading
03 California Achievement Test (70) Reading
04 Comprehensive Test of Basic Skills Reading
05 Cooperative Primary - Reading
06 Gates Reading Survey
07 Gates-MacGinitie Reading Tests
08 Gilmore Oral
09 Gray Oral
10 Iowa Test of Basic Skills
11 Iowa Test of Educational Development
12 Lee-Clark Reading Readiness (62)
13 Lee-Clark Reading Test
14 Metropolitan Achievement-Reading (1970)
15 Nelson-Denny Reading Test
16 Nelson Reading Test (62)
17 Scientific Research Associates
18 Sequential Tests of Educational Progress Reading
19 Sequential Tests of Educational Progress Reading - Series 11 (70)
20 Slosson Oral Reading Test
21 Spache Diagnostic Reading Scale
22 Stanford Achievement Test - Reading
Other Standardized Test
23 _____

Other Criterion Referenced Test
24 _____

Achievement Tests for Mathematics

30 Apell
31 California Achievement Test (63) Math
32 California Achievement Test (70) Math
33 Comprehensive Test of Basic Skills - Math
34 Cooperative Primary Mathematics
35 Iowa Test of Basic Skills
36 Iowa Test of Educational Development Math (Test 4)
37 Metropolitan Achievement - (1970) Math (Computation Only)
38 SRA Achievement Series - Arithmetic
39 Sequential Test of Educational Progress - Math
40 Stanford Achievement Test - Math - Computation
41 Stanford Diagnostic Arithmetic Test
42 Stanford Early School Achievement Test (Total)
43 Test of Basic Experiences - Mathematics
44 Modern Math Understanding Test
45 Stanford Modern Math Concepts
46 Other Standardized Test

47 Other Criterion Referenced Test

Achievement Tests for Other School Subjects

_____ name of subject
50 _____ (test)
_____ name of subject
51 _____ (test)
_____ name of subject
52 _____ (test)

Scholastic Apptitude Tests (Intelligence)

60 Cattell-Binet Short Form
61 _____
62 _____

Tests Dealing With Cognitive Skills Such as Reasoning, Creativity, Memory, etc.

70 Peabody Intellectual Achievement Test
71 Peabody Picture Vocabulary Test
72 _____

Affective Measures of Temperment, Attitudes, Needs, Interests, Self-Concept, etc.

80 Vineland Social Maturity Scale
81 _____
82 _____

Frequency Counts or Enumeration Data of any Kind (Identify the Kind of Data and its Evaluation use).

90 _____
91 _____
92 _____
93 _____

Other (Explain Their use).

100 Behavioral Characteristics Progression - criterion-referenced test of self-help, perceptual motor, social, academic, vocational, language skills.
101 Denver Developmental Screening Test - gross motor and fine motor skills.
102 Berry's Test of Visual Motor Integration - visual motor skills.

COMPONENT IV - FINANCIAL

END-OF-BUDGET-PERIOD REPORTS

ESEA, TITLE III

The report shall include:

- Expenditure Report
- Inventory of Equipment
- Project Phases and Per Pupil Costs
- Claim for Reimbursement

- Due within 90 days after final day of project operation.
- All other components are due on the last day of project operation.

Form III-104

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Instructional Program Planning and Development
Title III, E.S.E.A.
Sacramento, California 95814

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Name and Address of Agency: Santa Cruz County Office of Education, 701 Ocean St., Room 200, Santa Cruz, Ca. 95060

Project Number: 1018

PART I - EXPENDITURES (other than construction) ___Proposed Budget Summary* ___Estimated Expenditure Report ___Final Expenditure Report

Budget Period, (Month, Day & Year) Beg.: July 1, 1972 End: June 30, 1973

Expenditure Accounts		EXPENSE CATEGORIES							
		Salaries							
FUNCTIONAL CLASSIFICATION	Account No.	Professional	Nonprofessional	Contracted Services	Materials & Supplies	Travel	Equipment	Other Expenses	TOTAL EXPENDITURES
1	2	3	4	5	6	7	8	9	10
1. Administration	100								
2. Instruction	200								
3. Health Service	400								
4. Pupil Transportation Services	500								
5. Operation of Plant	600								
6. Maintenance of Plant	700								
7. Fixed Charges	800								
8. Food Services	900								
9. Community Services	1100								
10. Remodeling(if costs total more than $2,000 enter in Part II)	1220c								
11. Capital Outlay (Equipment only)	1269								
12. TOTALS →									

Authorized Agent _____ (Signature) Revised Date _____

Form III-104

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PART II - CONSTRUCTION EXPENDITURES

(Check One)

___ Proposed Budget Summary

___ Estimated Expenditure Report

___ Final Expenditure Report

Budget Period (Month, Day & Year)
Beginning:

Ending:

	EXPENDITURE ACCOUNTS	Acc't Number	Amount	Negotiated Budget
	1	2	3	4
1	SITES			
	A Professional Services	1210a		
	B Improvement to Sites	1210c		
2	BUILDINGS			
	A Professional Services	1220a		
	B New Buildings and Building Additions	1220b		
	C Remodeling (if $2,000 or less, enter in Part I)	1220c		
3	ADMINISTRATIVE EXPENSES (Specify Below)	1220		
	A			
	B			
4	LEASING OF FACILITIES			
5	TOTAL		$	$

PART III - SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCES

Budget Period (Month, Day and Year)
Beginning: Ending:

___ Estimated Expenditure Report

___ Final Expenditure Report

___ Project Continuing ___ Project Terminated

1	2	3
AUTHORIZATIONS, EXPENDITURE AND BALANCES		
1. Amount of Grant Award for Budget Period →		
2. Unexpended Balance from Grant of Prior Budget Period →		
3. Total Amount Authorized for Expenditure for the Budget Period (Sum of Items 1 & 2) →		
4. Expenditures during Budget Period →		
5. Unexpended Balance of Funds Authorized for Expenditure for the Budget Period →		

PART IV - CUMULATIVE TOTALS

1. Cumulative Total of Grants Awarded Since Project Inception →
2. Cumulative Total of Cash Received Since Project Inception →

CERTIFICATION: I CERTIFY that the expenditures reported above have been made, and that all obligations have been liquidated; that this project has been conducted in accordance with applicable laws and regulations; that the approved application for this project plus any approved amendments are on file; and that full records of receipts and expenditures have been maintained and are available for audit.

Signature of Authorized Agent

Date

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF INSTRUCTIONAL PROGRAM PLANNING AND DEVELOPMENT
TITLE III, ESEA

INVENTORY OF EQUIPMENT ACQUIRED WITH TITLE III, ESEA, FUNDS

LEA Santa Cruz County Office of Education Date July 31, 1973

Project Title Pilot Educational Program for Mentally Disordered Minors Project Number 1018

Instructions: Itemize equipment purchased (or lease-purchased) with Title III, ESEA funds since inception of the project. List only those items costing $300.00 or more. Enter appropriate data in each column. The Authorized Agent must sign the certification at the bottom of the last page of the inventory.

Equipment Item	LEA Serial or I.D. Number	Unit Cost of Item	Current Location (School/Office)	Current Use of Item
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

I hereby certify that the above-listed equipment is being utilized in accordance with Federal and State Regulations pertaining to Title III, ESEA, and that the above information represents a true and accurate statement to the best of my knowledge.

Authorized Agent _____
(Signature)

PROJECT PHASES AND PER PUPIL COSTS

At the end of the first and second years, report for the last budget period. Final project reports at the end of the third or final year should have, in the box, the cumulative figures for all years of operation. Carefully prepared estimates are acceptable. Final reports should also have the information on the numbered lines for the past year of operation.

Final Cumulative Totals:

1. 10 Number of pupils directly served by the project.

2. $ _____ Developmental Costs.

3. $ _____ Developmental Costs Per Pupil.

4. $ _____ Implementation Costs.

5. $ _____ Implementation Costs per pupil.

6. $ _____ Operational Costs.

7. $ _____ Operational Costs per pupil.

Definitions:

Developmental costs are those which have to be borne by this project, but not by any district adopting the program.

Implementation costs are one-time costs that any district would have to undergo to adopt the program, but only once. (An example might be Capital Outlay.)

Operational costs are those that are necessary to operate the project after implementation.

Form FO 379
(Revised 12-70)

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Instructional Program Planning and Development
Title III, ESEA
Sacramento, California 95814

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CLAIM FOR REIMBURSEMENT

Project Number	Budget Period (Mo., Day, Year)	Date of Notification of Grant Award	
1018	Beginning: July 1, 1972 Ending: June 30, 1973	June 26, 1972	X Project Continuing ___ Project Terminated

NOTE: A separate claim must be made for funds awarded from different fiscal years. Therefore, a separate claim must be made for each grant award. (See instructions on the back of this sheet.)

Expenditures $ _____

Cash advance received _____

Reimbursement now claimed $ _____

- OR -

Excess cash received (See instructions for handling excess) $ _____

CERTIFICATION

I CERTIFY that the expenditures reported above have been made, and that all obligations have been liquidated; that this project has been conducted in accordance with applicable laws and regulations; that the approved application for this project plus any approved amendments are available for audit.

Signature of Authorized Agent

Legal name of district or organization

Title

Street Address

Date Signed

City State ZIP Code

FOR STATE USE ONLY

Grantee has met Bureau reporting requirements for the EOB Period Report or Final Project Report. Claim for reimbursement is therefore transmitted to the Fiscal Office for reconciliation.

By _____
Bureau of Program Planning & Development